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The School Journal.

A Weekly Journal of Education.

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TERMS.

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New York, May 3, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said NOW.

PROF. CYRUS H. NORTHRUP, of Yale College, reconsidered his refusal to accept the Presidency of the Minn. State University. Having visited the State and surveyed the great field waiting for a head laborer, he has accepted the plea. The people of Minn. are to be congratulated and the Regents especially, because they have shown a devotion to the interest of the University that is truly admirable. They have raised the salary from \$3,000 to \$6,000, and this is worthy of putting on record.

ONE of the important things to teach the young—particularly the boys—is the genuine dignity of manual labor. Try to make them understand that much that goes by the name of brains is no more entitled to respect than good healthy muscle. The painter is endowed with an acute perception of color, but this gift is in itself no more worthy of admiration than the strong arm of the smith or carpenter; so with the gifts of the musician and poet, they are simply abnormal cerebral developments—mere bumps on the head, no better than bumps of muscle on the arms, so far as dignity and respectability are concerned. The gifts we justly admire are carefulness, patience, and industry, guiding the other faculties to do their best. It is not the kind of work that deserves praise, but

the way it is done. The world's daily salutation is not, "What do you do?" but "How do you do?"

A UNIVERSITY professor says, "The teacher should become to his pupil 'a guide and friend.' If information is sought which you cannot supply at the moment, don't put off the inquirer till you have had time to look it up privately. Set to work with him; show him your method of 'chasing down' a subject; teach him how to use dictionaries, indexes, and tables of contents. 'Work aloud' before your pupils, as the German professor is said to do. In short, show them how to carry on investigations for themselves. Young men who go forth from our schools with this sort of training are far better equipped for making their way in the world than they possibly can be by any thoroughness of machine memorizing and recitation of the text-book alone. The teacher who can thus open the fields of literature to his pupils, and lead them to walk therein with appreciation and self-reliance, has done them a service for which they can never be too thankful."

Has the profession of teaching ceased to grow, and has it already passed into the stage of the "sere and yellow leaf" that some of our lecturers upon educational topics continue to repeat before audiences of teachers the same old truisms that were worn threadbare a quarter of a century ago? Are there no live issues? What would be said of a lecture to an audience of old and successful farmers which was limited to the discussion of the importance of early rising, of planting in the season, of shelter for stock in the winter, and the like? They would say, "That is all very true, but it belongs to the alphabet of the business. It is hardly worth a journey of a thousand miles to repeat it, nor the hundred dollars we pay for it. What we want to know is how to make two heads of wheat grow where one now grows without doubling the cost of production. What has been found out in regard to that problem?"

So, too, the milk of some of our lecturers upon education is good for babes whose powers of digestion are yet weak, but for veterans it is too unsubstantial a diet. The credit of the profession requires that some of those who assume to instruct teachers from the rostrum shall give them more of the meat of educational doctrine, even at the expense of the usual flow of rhetoric, if that be necessary.—*Ind. School Journal.*

WHERE shall the reform begin of employing none but trained teachers? The county officials will license all able bodied persons of suitable age, good moral character and who can read, write, spell, parse, know the "capitals, chief towns, and rivers" and who can cipher through percentage. (Note, the above is rather more than is required of some successful candidates, in some localities.) The trustees will hire that one whose price

fits their idea of what the district will expend; consider that one who has a license is as good as another. Practically, the whole thing lies in the hands of the county official and the district official. Each throws on the other the blame that falls on the school.

The reform must begin with the county officials that is pretty plain; he may have a hard time in inaugurating a reform, but let him reflect it is desperately needed. Fully one half (some estimate it at three fourths) of our school money is wasted because incompetent teachers are employed. The schools are not advancing, but going backward in very many sections of the country. The great need now is of teachers who are trained in skillful methods of teaching.

The county official will perhaps feel that he cannot possibly assume this heavy burden. We urge him to do so. Let there be a united effort if possible; but let him not wait for that, for generations of children will grow to manhood before that can be accomplished. *The county official must train his own teachers and not depend on the normal schools to do it.* In the West this has been begun, when will the East follow the example?

IN the South Kensington Museum is a collection of no less than six hundred different grammars of the English language. This would certainly lead one to conclude that the English language must be very difficult for the English speaking boy or girl to learn. The attempt to teach children to speak and write the English language correctly, has been tried by means of grammars and has failed. It has at last by most costly and painful experiment been determined to teach correct speaking and writing upon natural principles and to lay the grammars aside.

The first teacher of language the child has is his mother; he imitates her speech and if she speaks correctly, he will speak correctly. We learn a language by speaking and writing it, not by learning rules notes and observations.

The later grammars make their object furnishing to the pupil such an outfit of knowledge as will enable him to use the English language in writing and speaking. They take it for granted that he knows the rules practically, that though he may not be able to say what rule states the relation between the subject and its verb, yet he knows the rule nevertheless. On this basis he may go on and in accordance with the same principle make other and larger acquisitions of practical knowledge of his own tongue.

It is quite remarkable that teachers were content to go on for a century in an unnatural method of teaching a child to use his native tongue; some are following this method yet. The seons of valuable time that have been wasted cannot be recalled, but we can look over other studies pressed on the pliant pupil and ask if they are presented as purposelessly as grammar has been.

For the SCHOOL JOURNAL.

LETTERS FROM NORMAL PARK, No. XXV.

THE PUBLIC SCHOOLS OF LA PORTE, IND.

Since Prof. W. N. Hailman, last September, assumed the position of Superintendent of Public Instruction, the schools of La Porte, Ind., have been attracting more and more attention. The former methods of instruction are giving place to the newer and higher ones of character growth—the methods of the "New Education." Upon reaching the commodious High School building, a number of boys and girls were seen in the school-yard busily engaged in making flower-beds, laid out geometrically. In other parts of the grounds were other beds similarly arranged and in excellent order. Each room has a part of the grounds to ornament as it sees fit, the work being done through committees appointed by the teachers. This work is voluntary upon the part of the pupils, and much enjoyed. They not only lay out the grounds, but attend to them throughout the year. Pupils are appointed to watch the development of certain plants and to report the results of their observations from time to time. In the first room entered were thirty-five pupils engaged in "automatic drawing." On small square sheets of paper lined into small squares, the pupils draw any original designs of which they can think. The results are worthy of commendation. In this exercise, which lasted for half an hour, was observed the successful application of the principle, "Do nothing for the sake of the thing done," as Col. Parker expresses it. Prof. Hailman expresses the same in "Do everything for the sake of the child." How did this drawing lesson illustrate the principle? Each pupil drew, free-hand. Each pupil made his own design, without a suggestion from teacher or pupil. Each pupil drew half of the design with his right hand, and half with his left hand. What was gained? 1st, power to invent. 2d, power to use the left hand as well as the right. 3d, the cultivation of the aesthetic nature, and 4th, a valuable mental exercise.

Had the aim been the doing of the thing for the sake of the thing done, whatever would have aided in making a perfect copy of a model would have been used. The child would have been given a flat copy, and would have been permitted to use a ruler to make straight lines, *in order that the picture might be as perfect as possible*. This is an illustration of Prof. Hailman's principles and methods of educating. Several hundred specimens of drawings in the various grades were seen in the Principal's office. They show the power in making designs gained by the pupils from grade to grade. One fact noticed was that a greater beauty of design in the matter of embellishment was shown in the work of the younger pupils. Perhaps a useful hint can be taken from this. The primary buildings of La Porte each contain two rooms, one upstairs and one down. Upon entering one of the lower rooms, I perceived that one of Frobel's apostles had been there. Yes, this was a "child's garden" (Kindergarten), so far as circumstances would permit. Between the teacher's desk and the pupils' desks were ranged five square Kindergarten tables, each two feet high. Under each is four stools each about one foot in height. On the tables are lintels, inch square tablets, one, two and three inch sticks, all colored. The three primary colors of blue, yellow, and red are the ones in general use. None of the children were using the tables on this afternoon. A class was drilled at the blackboard for a few minutes in phonics. This lesson consisted in using the consonants, m, f, s, p, and h, before at and an so as to form words. The pupils gave the sound of the consonant first, and then added it to the other two letters, with remarkable accuracy and interest. All the schools in the city are dismissed at three o'clock on Wednesdays, that the teachers may meet the Superintendent an hour for criticisms and instruction. At the "Teachers' Meeting" Prof. Hailman said, "I noticed during the week words written on the board which were improperly spelled, and allowed to remain; this should not be done. Whenever you give your

pupils dictation exercises, always put the words which they will be likely to misspell on the board. I noticed examples on the board, with a mark under the figures and around the figures, like these (making crooked and curved marks). Always insist upon neatness. Let the pupils commence with Long Division and pass to Short Division as fast as possible; because the former is easier, and should come first. In writing, do not have flourishes like these (making them on the board). I do not like to see flourishes in anything or in any person. The man who commences a speech with a flourish of trumpets beware of, and so with the man who writes with many flourishes. Teach the children the plain letter. In your singing, get softer tones. The straining of the vocal cords to get loud tones is not good singing, and ends in a broken voice. Are there any questions?" A teacher wishes to know whether there will be any school on Friday afternoon, when the Odd Fellows are to have a parade. The answer is given that, so far as he is concerned, yes, as he does not wish to establish a precedent for making a holiday whenever a parade takes place. The meeting is shortly after adjourned. It will be perceived that the time is taken in the middle of the week, from the regular school time, as it ought to be. The directors being intelligent men, say "All right, take the time; you know your business, and we know ours. We'll not interfere with you any more than we would expect you to interfere with us in our business." Few and far between are such sensible boards of directors! On the following morning another primary school was visited. The school-house was no better than can be seen in many country districts, the yard no larger, the rooms no better lighted or furnished. But there was an air of neatness, taste, and refinement about the whole school premises not often found. The first room visited contained something not always found, namely, a vivacious, enthusiastic, and skillful teacher. A class in blackboard reading and spelling were at the board, like a small swarm of bees buzzing merrily over their sweets upon the board. In the meantime pupils were coming quietly to the Kindergarten tables (mentioned before), and were seating themselves four at each table. At the first table, the children were quietly stringing small wooden cubes, cylinders, and spheres, by fours; first four yellow cubes, perhaps, then four blue spheres, then four red cylinders, until the string was filled. The object of this work is to furnish the children pleasing employment through which they may learn the three forms of nature, the primary colors, and number all at the same time and *unconsciously*. The next day they will string by fives, and so on to tens. At the next table the children are arranging red, blue and yellow lintels (small flat pieces of wood, circular, square, and six-sided) into any kind of figures they may please. At the remaining tables the pupils are busily at work putting together red, blue, yellow and purple sticks, ranging in lengths of one inch to four inches. The figures are made in the exact center of the table indicated by inch squares, marked on the table surfaces. One of the pupils leads in constructing, and the others follow by making their side of the figure exactly the same as to shape, color, and size. When the sticks are all used the result is most always some design which would look well in a carpet, oil cloth, or wall paper. The same figure is hardly ever produced twice. The gain in this exercise is the teaching of co-operation, beside the cultivation of the aesthetic nature and of the inventive faculties. Of course, number, form and color enter again as important *unconscious* factors. In the figure which the writer assisted to build (to the delight of the three children who had not seen such a big fellow at school before), one of the children leading, straight lines, both vertical and horizontal, squares, triangles—acute and oblique—and an octagon appeared. When the children at the table have made their designs once they pass to their desks and give way to others. Those in their seats are busily engaged in slate work, some with figures, some with writing. A few are spelling out sentences from the board with letters kept in boxes at their desk. Thus every one is busy, each one

seeming to know just what to do and when to do it without a command from the teacher, who is busy hearing classes in reading and number. Recess time comes. Those who wish rise and pass out quietly in order. Those who remain indoors, engage in some of Frobel's games. The game to-day is looking for something after it is hid by one of the pupils while the others have closed their eyes. After recess there is a song from Batchelor's color board (used in all the primary schools) or from the colored letters on the board, tonic-sol-fa system. The rapidity with which these little folks learn to sing is remarkable. Upstairs the Kindergarten furniture is again seen. There is a cupboard at one end of the room with shelves covered with tissue paper, on which are neatly arranged the work of the pupils. There are wagons, cubes, wash-tubs, men, women, boys, bells, clocks, spheres, keys, and what-not made of clay; figures of circular form and cubes, are covered with design work painted in colors, also done by the pupils. There are piles of drawings—both object and automatic work—piles of brown paper, cut in squares and covered with colored designs made by pasting on squares, circles, triangles, etc., cut from colored paper.

The room is adorned with pictures and strings of paper work, the latter made by the children. Four other primary schools were visited on this morning in company with Prof. Hailman, who made all plain with explanations. Everywhere was seen the tables, the splints, the clay work, the drawing, the paper-folding and cutting, the adornment of the room; a similarity of methods founded on principles of mind growth.

A few points in the personal history of Prof. Hailman ought to be made known for the encouragement of others. Prof. Hailman was born in Switzerland, and received his education from the public schools of that country, and the Polytechnic Institute of Zurich. At the age of 17 he came to America, and went to Louisville, Ky., to find a friend of his father, but was disappointed—the friend had just sailed for Europe. Penniless and friendless he looked for work, which he found in a grocery store as clerk. In two months he went to a grocery store at twice the salary, next to a farm, then to a seminary. All this time he had been spending every moment in hard study upon Science, Languages and Mathematics. He entered a medical college at Louisville, Ky. With the ability to speak fluently German, French and English, write and read Portuguese, Spanish, Italian and Scandinavian, besides being proficient in the sciences and mathematics. When the High School of Louisville was established, Mr. Hailman was appointed Professor of Modern Languages, and afterwards of the Sciences. Here he remained 20 years, assisting much to build up the public school system.

He has published works on "Object Teaching," "Kindergarten Culture," "History of Pedagogy," and "Lectures on Early Education," has edited *The School and Family Visitor*, (Ky.), *The New Education* (six years at Milwaukee and Detroit), and several tracts on the New Education, besides an educational department in the *Louisville Courier Journal*, and has written many magazine articles. If his plans can be carried out at La Porte, and there is no reason why they should not be, as Col. Parker in a lecture has torn down the idols of the old dispensation, and Mr. Hailman by putting something in their place has won the confidence of the people. Mr. Hailman will gradually put into practice his theory of "mind development" from Kindergarten to High School. The text-books will be studied less, Nature's book more; Character will be developed; Knowledge will be gained as a means, and not an end; the Practical will take the place of the Theoretical. Industrial work will be introduced next year, when the of basement the High School building will be turned into a workshop; papers published at home, twice a month, and filled with selected stories written by the children, in addition to other matter suited to the different grades will largely supplant the present reading books. All text books will be used more for refer-

ence than study. A well selected library will be the source of information for what can not be gained in a direct way. The High School course will be entirely remodelled, so as to suit those parents who wish their children practically educated. There may be opposition from time to time, as was lately the case when the children went on a trip to the lakes to study the stones, the soil, the trees, the plants, and the water; but all such opposition must die away if the people will only give their Superintendent a fair chance to work out his plans. La Porte may congratulate herself on securing a man who will give her schools a national reputation, if they give him a chance.

I. W. FITCH.

For the SCHOOL JOURNAL.

MORAL TRAINING.

Colonel Parker lectured before the Brooklyn Kindergarten April 23 on "Moral Training in the Schools." He said: "We are apt to think that our schools are about as good as they need be, when the fact is we have only just begun the work of teaching children. There is no such thing in English literature yet as a system of Pedagogics. There are books containing hints, methods, details of work, but no system. The thought of the country has been given to material welfare, and see what wonders it has accomplished—the steam appliances, the telegraph and telephone. What would have been done if this thought had been put into the development of thought. The attitude of the people should be, 'If there is anything better for the children let us have it.'

There can be no training of the intellect that does not train the morals either for good or evil. The motives commonly used in our schools are immoral. What are our school children anxious about? What is the motive that controls the children in their studies? It is to get 'a per cent.' This is the glittering bauble held out to them. It is entirely outside of their work—has nothing to do with it. They are controlled by the power of fear or the stimulus of reward. The course of study in our schools is a time-table.

We are copying the methods of England and Germany in our schools. Their motive in teaching is to make good laborers of the common people; to keep them, if possible, from thinking. We want to teach our children to think; we want every boy to be a sovereign, and by and by, every girl.

The imagination is the inventive power, but it is too often crushed out by the teacher. This faculty is intensely active in the child. Just as soon as he has learned a few facts he creates for himself a wonderland out of them. With a stick and a rag a little girl constructs a doll that she loves as only girls can love; with a broken cup she has a party and entertains company all day. Then how hungry children are for stories! The imagination will go on acting, and if you do not give it purity and beauty to work with it will take filth. We hear a great deal about this bad literature, and how it corrupts the imagination of the children. The schools are responsible for this. The money that is spent for useless spelling-books, grammars and primary geographies in ten years would buy a good library for every school. Then there would be no trouble about their reading. Children naturally love what is good and beautiful. When we have used every means God has given us to reclaim bad children, then we may talk about total depravity in children.

Every child is a naturalist. A child who does not love the mud and the water, the birds and butterflies is abnormal. This is God's provision for his education. Instead of following these indications we meet him at the door of the school-room and say, 'No more investigation for you. There is the geography lesson, learn it. There is the definition of a cape, learn it.' The child is a lover of the truth when he enters schools. 'Stop that,' says the teacher, 'we have something else for you to do; by and by you'll know'—but they won't.

But there is a change coming. The great discoveries that have been made by Pestalozzi, Frobel, Payne, and others, are beginning to be felt, but

they have not reached the little child in the school-room yet.

Why have manual training in the schools? Not for the purpose of having better blacksmiths, better chairs, better tables, but because labor is an essential to education. It trains the will—the choosing power. The will grows by exercise; work is accomplished only by persistent will. That system of rigidity that prevails in some schools in the name of order breaks the will. It makes the men who are ready to follow bosses. When some John Kelly says 'Come,' they come; they have no will of their own. Order is not the end of the school, it is the means; it limits energy to work.

I visited a school a short time ago to view an exhibition of discipline. There the children sat, with teeth set, eyes cast steadily on the wall, with a vacant glare. When asked a question by the teacher the hands went up as if by electricity. They answered like talking-machines and sat down with automatic precision. Afterwards I was asked by the Professor what I thought of it. 'It would be perfectly magnificent,' I replied, 'if they were not human beings.' I retract this statement now, however, because I would not want to see pigs treated in that style.

We need a tremendous reform. The School Boards in large cities are hard to manage as they are generally controlled by political parties, so we must begin elsewhere. We must revolutionize the whole community by the proper performance of our duty and then we shall join the choir invisible whose music makes the gladness of the world."

[This is but a sketch of this most eloquent address; it was listened to with profound attention.]

For the SCHOOL JOURNAL.

THOUGHTS AND HINTS. No. I.

BY "ALPHA."

The list of inaccuracies in SCHOOL JOURNAL, April 12, "Lessons in Language," contains "I have drunk." Brown says "drink, drank, drinking, drunk or drank." Webster says, "Drank, though analogically not so proper a form of the past participle as drunk, is generally used instead of it as a sort of euphemism to render its connection with drunk, the adjective, less obvious." So that "I have drunk" hardly needs a correction.

It strikes me that the suggestion at the head of the article is not in accord with your oft repeated admonitions not to let a child's eye dwell on incorrect forms. I would suggest that you publish the correct forms and let these be copied; let them be repeatedly used in dictation and orally; let every incorrect form be erased instantly, or, in speaking, be quietly ignored by substituting the correct expression.

Your paper notes a destructive fire in the turpentine orchards of North Carolina. This reminds me that in 1860, just before the civil war broke out, a school-boy on the Lakes laid the foundation of a fortune on turpentine. He had learned to think. When South Carolina seceded it was natural for him, therefore, to conclude that the manufacture of turpentine would be intermittent. The consequences were apparent. He borrowed all the money he could, and bought up every barrel of turpentine he could find. The price rose rapidly, and he realized a handsome profit.

PRINCIPAL FRENCH, of New Haven, puts the so-called industrial education in a proper light. The idea that all education must come from books, he deems a very erroneous one. He has introduced industrial work in his school, not with the view of making any of his pupils joiners, but with the intention of simply giving them a practical idea of tools and their uses. His plan is to have a central school where the pupils of the Grammar schools could go for an hour a day and receive mechanical instruction. He believes that when a boy in the public schools develops a mechanical taste it should be encouraged and an opportunity afforded him to advance further, yet he does not believe that this plan should be forced into the public school system. He does not make industrial work a hobby.

For the SCHOOL JOURNAL.

EXPLAINING AN IDEA.

If the teacher has a fact to explain, he should be, first of all, familiar with the fact; it ought to be perfectly clear in his own mind before he tries to impart it to another; he should have thought over it and studied it until he *knows* it thoroughly. He should also *know his pupils*, and remember that explaining a thing to one boy is sometimes a very different matter from explaining it to another; and, in talking to a class, it requires great tact to allow properly for the slowness of the dull boy and the impatience of the keen one. The ideal explanation is exceedingly simple and straightforward, but without "baby-talk" or any appearance of condescension. If any one pupil is so stupid as to retard a whole class, that one should be talked with alone afterward until he understands; he should never be dropped behind.

The teacher should not first think of attractiveness, but of clearness. That alone is a strong attraction; and if anything more is needed let it be additional and secondary. The primary consideration is clearness.

Figurative illustrations should not be introduced into an explanation merely for the sake of novelty where the facts themselves are sufficiently simple. In such a case the tendency is, at best, to divert the attention and may even be confusing. A figurative illustration should only be used when it crystallizes the thought; then it is a great help in explanation.

The teacher ought not to cultivate novelty for its own sake; nor affect queer turns of expression, seeking to do or say something surprising, odd, different from others. The constant aim of true teaching—in explanation and in everything else—is to find, not the newest way, but the best.

A very desirable element of citizenship is that wide and generous knowledge of the world, that intimate acquaintance with the best thought of mankind, that spirit of true kindness which manifests itself in a gentle deportment, in short, that undefinable something which we denominate *culture*. This is a noble and worthy object of school training, since it forms one of the most potent forces in the progress of the world, at the same time developing all the good qualities of the individual while repressing the bad. Culture has, however, always been counterfeited, and it is to be regretted that the school has very often turned out the spurious product instead of the genuine. A supercilious pride of learning or a glittering love of display either of wealth or acquirements is not infrequently palmed off upon an unsuspecting world for real culture. Genuine culture is symmetrical. It is of the heart as well as of the head. It comprehends the useful as well as the beautiful. Between the Philistine who can see no use in anything beautiful, and the apostle of false culture who can see no beauty in anything useful, genuine culture finds room for the harmonious development of all the better elements of man's nature.—Selected.

TEACHERS' MEETINGS AND TEACHERS' LITERATURE.—The work of teaching differs from other vocations in this, that while at work the teacher is, in an important sense, alone. While in the schoolroom he is denied the advantage of contact with other minds similarly engaged. His advancement, if he advance at all, is the result of a dead pull, without any of the animation which the opportunities for the free interchange of ideas, lend to the professions of law, medicine and theology. The teacher is isolated and that isolation tends to narrowness, proneness to magnify trifles, to study everything with the microscope. A constant effort is required to resist this tendency. The inspiration which comes from contact with congenial minds is needed. In educational gatherings and from the interchange of ideas through the professional press comes the enthusiasm born of standing shoulder to shoulder in a noble cause. There each feels the need of quickening his pace that he may not fall out of the ranks.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

LANGUAGE LESSONS.—II.

PHRASE-FORMS.

The Phrase enters into the formation of nearly every sentence. A phrase is a word-combination not so highly organized as a sentence; it does not express a complete thought; it is a combination that is employed in a sentence—that is a sentence is needed into which it may be inserted. The sentence declares a thought by means of words; instead of using words alone for this purpose, word-combinations may be used. To build a house, we may take separate boards and unite them; or we may take door-frames, and window-frames already made, and put them in their proper places. In a similar way phrases are used; they are usually joined to the sentence by a connective, but not always. There are several classes:

INFINITIVE PHRASES.

(a) "He comes to read." Here "to read" is a phrase—the connective is "to"—"read" is the "main word"—called "subsequent," "principal element," etc., by others. It stands in a diagram thus:

He | comes
| to | read.

(b) They come to give gifts.

They | come
| to | give gifts.

Here the phrase takes an "objective complement."

(c) "He loves to read and write."

He | loves
| to, | read and write.

(d) "To be an honest man is his desire."

To be | man
| an honest

is desire
his

Here the phrase "to be an honest man" is the subject of the sentence.

(e) "To be indifferent to praise or censure is unmanly."

To be | indifferent
| to | praise or censure
is unmanly

(f) "To spring to his feet and shout for help was the work of a moment."

To | spring and | to | shout
| to | feet | for | help
| his
| was work
the | of | moment

PREPOSITIONAL PHRASES.

(a) "He went through the house."

Here "through the house" is a phrase, the connective is "through," the main word is house.

He | went

through | house
the

(b) "He went for a cup of water."

He | went
| for | cup
| a | of, water.

(c) "He called for the father and mother."

He called
| for father and mother.

PARTICIPIAL PHRASES.

(a) "Going up the stairs he found a dagger."

Here "going up the stairs" is a phrase; there is no connective; "stairs" is a "phrase complement."

he
Going | up | stairs
| a | the

(b) Having caught a cold in the boat I returned home.

INDEPENDENT PHRASES.

(a) "The cars having left I took a carriage."

Here "the cars having left" is a phrase; there is no connective. This form of the phrase more nearly re-

sembles a sentence than any other. "Having left" is an incomplete assertion.

I took carriage
| cars, | having left | a

The complete assertion is "I took carriage." There is no connection of words between "the cars having left" and "I took carriage"—there is a connection in the mind however.

COMPLEX PHRASES.

(a) Against the prisoner at the bar I make no charge."

Here "against the prisoner at the bar" is a complex phrase; the part "at the bar" describes the word prisoner. One phrase is attached to another phrase.

I make charge
| no
against | prisoner
| the | at | bar
| the

(b) I shall go to Richmond by way of Baltimore. Here there are three phrases.

For the SCHOOL JOURNAL.

LESSON IN NUMBER.

For a Class in the 7th (Natural) Grade.

THE NUMBER SIX.—CLASS WORK.

Adding.—Place six marks upon the board. "How many marks are here?"

How many more than 5 are there?

What do 1 and 5 make? Write it, using the signs.

How many more than 4?

What do 2 and 4 make? Write it.

How many more than 3?

What do 3 and 2 make? Write it. Read what you have written.

What other numbers can be put together to make 6? (4 and 2, and 5 and 1). Write them. Read the whole table.

Have it read by several members of the class. Question irregularly upon these.

Subtracting.—How many marks are here?

How many can I take away and have 1 left?

How many and have 4 left?

How many and have 3 left? Henry may tell us what he can take away from 6 and what will be left. John take another number. Now you may write the table.

Six less 1 leaves how many? Write it. (6-2), etc.

Multiplying.—How many 2's are there in 6?

How many 3's? Write, two 3's are 6; three 2's are 6, etc.

Dividing.—How much is $\frac{1}{2}$ of 6?

How much is $\frac{1}{3}$ of 6? Write, $\frac{1}{2}$ of 6=3; $\frac{1}{3}$ of 6=2, etc. Read and drill upon these.

SEAT WORK.

Write these tables upon the board to be filled out.

$$1+1=2 \quad 6-1=5$$

$$1+4=5 \quad 6-4=2$$

$$3+3=6 \quad 6-3=3$$

$$4+2=6 \quad 7-2=5$$

$$5+1=6 \quad 7-1=6$$

$$6+1=7 \quad 8-1=7$$

$$2+3=5 \quad 2+1=3$$

$$2+2=4 \quad 6+4=10$$

$$\frac{1}{2} \text{ of } 3=1 \quad 1+5=6$$

$$\frac{1}{3} \text{ of } 6=2 \quad 2+3=5$$

$$3+2=5 \quad 3+3=6$$

$$\frac{1}{4} \text{ of } 6=1 \quad 2+2=4$$

$$\frac{1}{5} \text{ of } 5=1 \quad 2+1=3$$

$$\frac{1}{6} \text{ of } 6=1 \quad 2+0=2$$

The promiscuous tables can be extended as desired; and little examples in each operation can be also given for seat-work. At the next recitation drill thoroughly upon these. Question rapidly; allow no time for counting. Let these combinations become perfectly familiar before proceeding to another. No more should be given at one lesson than can be committed.

Oh, never from thy tempted heart let loose

Let thine integrity depart!

When disappointment fills thy cup,

Undaunted, nobly drink it up!

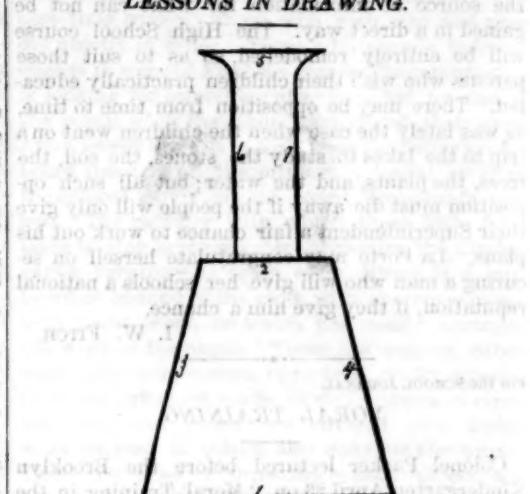
Truth will prevail, and justice show,

Her tardy honors,—sure though slow.

Bear on—bear bravely on. —T. B. READ.

For the SCHOOL JOURNAL.

LESSONS IN DRAWING.



Let the above figure be drawn large upon black-board or manilla paper and placed before the class. Draw a light vertical line through the centre as a guide line. Let the class begin by drawing the same upon their slates, four inches in length (draw first, then test with rulers). Directions: Place the figure 1 at the bottom of the vertical line. Place a dot in the centre of the vertical line; test; number it 2. In the figure before you, how long is the horizontal line 1 compared with the vertical line?

How long is that part of the horizontal which is to the left of the vertical?

How long will this be upon your slate?

Draw a horizontal line one inch long on the left of 1; continue it one inch to the right of 1; test.

How many estimated the line correctly?

How long is the line 2 in the figure?

How long each side of the vertical? Draw it.

Place your pencils on the left extremity of this line. Draw a slanting line to the left extremity of 1. Number this connecting line 3. Pencils to the right of 2. Draw to right of 1. Number it 4.

How far above 2 is 5? (compared with the length of the vertical in the figure).

How long is 5? Draw it; test.

Divide each half of 5 into two equal parts; test.

Draw a vertical line from the middle of each half to 2. Number the left 6; the right 7. Divide 6 into two equal parts; divide the upper half into two parts; the upper fourth into two parts. What part of the line 6 is this? Mark off from the top one-eighth of the line 7. Draw a curved line from this point to the right of 5; from the upper eighth of 6 to the left of 5.

Erase and draw again with a vertical three inches long. Draw the curves without measuring the eighths; then test.

Several lessons should be made of this; at each one work more rapidly and test less frequently, until the whole can be drawn quickly and correctly. Let the drawing of this figure form but one exercise in the drawing-lesson, and interest them in making each one an improvement upon the former, so that they will not tire of the exercise.

The time is not far distant when teachers will be examined as to the sources of knowledge. "To what book would you refer the pupil for information on such and such a subject?" is a more important question than one embracing some mathematical puzzle, or an isolated fact in history or geography. It is not to be expected that one small head can contain any appreciable part of the world's knowledge, but it is possible to become so familiar with the source of information as to be able to find the knowledge when it is needed. It is astonishing how many questions are asked of editors, that Webster's or Worcester's unabridged would answer.

For the SCHOOL JOURNAL.

A LESSON IN LITERATURE.

ALFRED TENNYSON.



The present Poet Laureate of England was born in 1809 in Lincolnshire, where his father was the rector. Alfred was the third of a large family, in which several possessed in different proportion a genius for poetry. At 18 Alfred published a small volume of poems with his brother Charles, which was called, "Poems by Two Brothers." At college he won a medal for a poem in blank verse, called "Timbuctoo"; and after the publication of a volume of poems (1830) he became famous. Most of Tennyson's life has been spent on the Isle of Wight with his family—a life of quietness and retirement. Recently Tennyson has been created a baron.

Among the most prominent of the Poet Laureate's writings are the following: "The Princess, a Medley," "In Memoriam," "Maud," "Enoch Arden," "Lady of Shalott," "Idylls of the King," "The Gardener's Daughters," "Queen of the May."

SELECTED CRITICISMS.

a. The poetry of Tennyson, taken as a whole, represents the highest water-mark of the non-dramatic poetry of the English-speaking world. In it is united mastery of words and metre with a widely cultured, thoughtful imagination.—ADAMS.

b. Of all the living poets of England, Tennyson at this time occupies the highest rank; and he is destined to a wide and high regard.—GRISWOLD.

c. Tennyson is endowed precisely in points where Wordsworth wanted. There is no finer ear, nor more command of the keys of language.—EMERSON.

d. Tennyson's poetry is pure, tender, ennobling. His language, although consisting for the most part of strong and pithy Saxon words, is yet the very perfection of all that is elegant and musical in the art of versifying.—BLAISDELL.

EXTRACTS TO COMMIT TO MEMORY.

For manners are not idle, but the fruit
Of loyal nature, and of noble mind.

And what is Fame in life but half dis-fame ?

How many among us at this very hour,
Do forge a life-long trouble for ourselves,
By taking true for false, or false for true.

In me there dwells no greatness, save it be some
far-off touch

Of greatness, to know well I am not great.

The sin that practice burns into the blood,
And not the one dark hour which brings remorse,
Will brand us, after, of whose fold we be.

Words, like nature, half reveal
And half conceal the soul within.

This is truth the poet sings,
That a sorrow's crown of sorrow, is remembering
happier things.

I held it truth, with him who sings,
To one clear harp in divers tones.
That men may rise on stepping-stones,
Of their dead selves to higher things.

The vow that binds too quickly, snap itself.

The biography, criticisms and extracts given above, are more in the way of suggestion, as each teacher must adapt such a lesson to the understanding of his pupils. The object to be kept in mind should be to interest more than instruct, and lead to individual reading and study. For further in-

formation, the teacher is referred to "Victorian Poets," by E. C. Stedman; "Master Spirits," by Buchanan; "Studies in Tennyson," by Tavish; "Atlantic Monthly" for September, 1879; "Homes and Haunts," by William Hewitt; "Living Authors of England," by Powell; and "Yesterday's with Authors," by J. T. Fields.

QUESTIONS IN ARITHMETIC.

(These are selected from those given by the Regents of the State of New York to the pupils of academies and academic departments of the Union Schools, beginning with the year 1867.)

(Continued from last week.)

35. Multiply seven thousand and five, by three hundred and five millions.

36. Divide 126.45 by 493.256.

37. The ratio of two numbers is 9, and the antecedent 90: what is the consequent?

38. Find the value of the omitted term in the following proportion:—

$$44 : (f) :: 9 : 16.$$

39. If 56 lbs. of butter cost \$15.68, what will .078 of a ton cost?

40. If 96 horses eat 192 tons of hay in one winter, how many tons will 150 horses eat in six winters?

41. In 1 yr. 4 mo., \$311.50 amounted to \$336.42 at simple interest: what was the rate per cent?

42. What is the interest of \$14,231.50 from June 29, 1860, to April 30, 1865, at 8 $\frac{1}{2}$ per cent?

43. Three notes are payable as follows:—one for \$200, January 1, 1866; another for \$350, due September 1, 1866; a third for \$500, due April 1, 1867: what is the average of maturity, or the equated time of payment?

44. How much will it cost to carpet a parlor 18 feet square, with carpeting $\frac{1}{2}$ yd. wide, at \$1.50 per yard?

45. The difference in the local time of two places is 2 h. 18 m.: what is the difference in longitude?

46. 33 is 2 $\frac{1}{2}$ per cent of what number?

47. What is the length of each side of a square field which contains five acres?

48. A note for \$470.66 drawn at 60 days, is discounted at bank at 6 per cent: what are the proceeds?

49. Express in figures MDXXVCDLXXXIX.

50. Perform the operation indicated as follows:—

$$102-19 \times 17+205+3=(?)$$

51. Numerate or (express in words), 90067236708.

52. What is the sum of 3,912, 361, 40,005, 98,

736,863, 8,342, 2,900,687, 9, 4,000,862, 28?

53. If two persons start from the same place, and travel in the same direction, one 7 and the other 11 miles per hour, at the rate of 9 hours per day, how far apart will they be at the end of the 17th day?

54. What is the amount due on the following bill of parcels:—

ALBANY, June 1, 1866.

JOHN BARNES,

Bought of NATHAN HADLEY & CO.,

16 lbs. tea at \$1.05, - - - - -

18 lbs. sugar, .14, - - - - -

25 lbs. rice at .09, - - - - -

15 yds. linen at .66, - - - - -

Cr. By balance of account, 2.48.

Balance due, - - - - -

Received payment, N. HADLEY & CO.

55. State the process of reducing inches to leagues.

56. How many bushels will a box 8 feet long, 4 feet wide, and 8 feet high contain?

57. Add 88.67, $\frac{1}{2}$ and 17.101.

58. Reduce 1049.8692 to its lowest terms.

59. Give the rule for reducing fractions having different denominators to equivalent fractions having the least common denominator.

60. Multiply 18.5-9 by 74.5.

61. Express in figures, forty-seven, and twenty-one hundred thousandths.

62. Divide 2019.86928 by 30 1-250.

63. If 9 men cut 150 acres of grass in 18 days, how many will do the same work in 27 days?

64. If 500 copies of a book containing 210 pages

require 12 reams of paper, how much will 1200 copies of a book of 280 pages require?

65. What is the value in currency of \$865 in gold, when the latter is selling at 131 per cent?

66. What is the interest on \$200 for 3 years and 10 months, at 7 per cent?

67. In what time will a sum of money double itself at an annual interest of 5 per cent?

68. What is the face of a note at 30 days, which yields \$500 when discounted at a bank, at 7 per cent?

69. Extract the square root of .0043046721.

70. Involve 1.04 to the 4th power.

71. What debt can be discharged in a year by weekly payments in arithmetical progression, the first being \$24, and the last \$1,224?

72. Express in words 2584503962047.

73. 2468 plus 13579 plus 100 plus 6042 plus 187 plus 19, equals how many?

74. What is the difference between 576—208 plus 1645—321, and 403—256 plus 814—195?

75. Multiply forty-nine millions forty thousand six hundred and ninety-seven by nine millions forty thousand seven hundred and nine.

76. One factor of a certain number is 11, and the other 3708311608: what is that number?

77. If the remainder is 17, the quotient 610, and the dividend 45767, what is the divisor?

78. What cost 3A. 2R. 20d. of land, at 43 per acre?

79. What is the difference of time between July 15, 1857, and April 25, 1862?

	T.	cwt.	qr.	lb.	oz.	dr.
81. Add	14	13	2	15	15	15
	13	17	3	13	11	13
	46	16	3	11	13	10
	14	15	2	7	6	9
	11	17	3	10	15	11

80. Find the greatest common divisor of 492, 744, and 1044.

81. Divide 137 lb. 9 oz. 18 pwt. 22 gr. by 23.

82. From $\frac{1}{2}$ of 137 subtract $\frac{1}{3}$ of 317.

83. Write eleven thousand, and eleven hundred thousandths, (the whole as a single expression.)

84. Multiply .0097 by .000125.

85. Divide 475 by 128 $\frac{1}{2}$.

86. What cost 11-13 of an acre at \$1.75 per sq. rod?

87. Divide 9811.0047 by .325947.

88. Reduce 18 s. 3 $\frac{1}{2}$ d. to the decimal of a £.

89. Find the third term of 7 : 8 :: (f) : 12.

90. If 2 $\frac{1}{2}$ yds. of broadcloth cost \$18, what will 27 yds. cost?

91. If 8 men spend \$64 in 13 weeks, what will 12 men spend in 52 weeks?

92. Find the interest on \$35.61 from Nov. 11, 1857, to Dec. 15, 1859, at 6 per cent.

93. What is the bank discount on a note for \$350, payable 3 months after date, at 7 per cent. interest?

94. Find the square root of .876096.

No doubt our school education, as a whole, represses the tendency to narrowness, and cultivates breadth, but it is, at the same time, attended by a large measure of the very thing that it aims to prevent. The division of labor, leading to an ever-increasing specialization of employments and of studies, enormously widens the whole field of human life, knowledge and thought included; but it also narrows and weakens the individual man. Our higher education, with its multiplied classes and professors, with its ever minuter and minuter divisions of study, while it vastly increases the aggregate intellectual power of the community, and greatly adds to the depth and strength of the student in his chosen lines of work, at the same time leads on to the narrowing and impoverishment of the individual. Goldsmith describes a society

"Where wealth accumulates and men decay;" and sometimes I have wondered whether the accumulation of knowledge may also be attended by the decay of men.—R. A. HINSDALE.

THE Chinese are beginning to study chemistry; two well-known text-books have been translated into their language, and a factory has recently been erected for the manufacture of sulphuric acid on a large scale.

FOR THE SCHOLARS.

A THOUGHT FOR EVERY DAY.

MAY.

1st.—Thou mayest be sure that he that will in private tell thee thy faults, is thy friend; for he adventures thy dislike, and doth hazard thy hatred: for there are few men that can endure it; every man, for the most part, delighting in self praise, which is one of the most universal follies that bewitcheth mankind.—SIR WALTER RALEIGH.

2nd.—Every young person is a sower of seed on the field of life. The bright days of youth are the seed-time. Every thought of your intellect, every emotion of your heart, every word of your tongue, every principle you adopt, every action you perform, is a seed, whose good or evil fruit will prove the bliss or bane of your life.—WISE.

3rd.—He prayeth well who loveth well
Both man, and bird and beast.
He prayeth best who loveth best
All things, both great and small;
For the dear God who loveth us,
He made and loveth all.—COLERIDGE.

4th.—In the course of our reading we should lay up in our minds a store of goodly thoughts in well-wrought words, which shall be a living treasure of knowledge always with us, and from which, at various times, and amidst all the shifting of circumstances, we might be sure of drawing some comfort, guidance, and sympathy.—ARTHUR HELPS.

5th.—To do so no more is the truest repentance.—LUTHER.

6th.—Adversity is the trial of principle.—FIELDING.
7th.—If only we strive to be pure and true,
To each of us all there will come an hour
When the tree of life will burst with flower,
And rain at our feet the golden dower
Or something grander than ever we knew.

8th.—A virtuous deed should never be delay'd.
The impulse comes from heav'n; and he who
strives
A moment to repress it, disobeys
The God within his mind.—DOWE.

9th.—You will find poetry nowhere unless you bring
some with you.—JOUBERT

10th.—If on our daily course, our mind
Be set to hallow all we find,
New treasures still of countless price
God will provide for sacrifice:
Old friends, old scenes will holier be,
As more of heaven in each we see.
Some softening gleam of love and prayer
Shall dawn on every cross and care.

—JOHN KEBLE.

11th.—A merry heart doeth good like a medicine.
12th.—For life is one, and in its warp and woof
There runs a thread of gold that glitters fair,
And sometimes in the pattern shows most sweet
Where there are sombre colors. It is true
That we have wept. But oh! this thread of
gold,
We would not have it tarnish: let us turn
Oft and look back upon the wondrous web,
And when it shineth sometimes, we shall know
That memory is possession.—JEAN INGELOW.

13th.—The word "character" comes from a term
which means to engrave upon or cut in. Character
is that inner, substantial and essential quality which
is wrought into the soul, and makes a man what he
actually is.

14th.—All the good things of this world are no further
good than as they are of use; and, whatever we may
heap up to give to others, we enjoy only as much as we
can use, and no more.—DEFOE.

15th.—Always do as the sun does,—look at the bright
side of every thing: it is just as cheap, and three times
as good for digestion. Do it—if you can.

16th.—Scorn not the lightest word or deed,
Nor deem it void of power;
There's fruit in each wind-wafted seed
That waits its natal hour.

No act falls fruitless: none can tell
How vast its powers may be,
Nor what results enfolded dwell
Within it silently.

17th.—I live for those who love me,
For those who know me true,
For the heaven that smiles above me,
And awaits my spirit, too;

For the cause that lacks assistance,
For the wrong that needs resistance,
For the future in the distance,
And the good that I can do.—BANKS.

18th.—Never give way to melancholy. Nothing encroaches more. I fight against it vigorously. One great remedy is, to take short views of life. Are you happy now? Are you likely to remain so till this evening, or next month, or next year? Then, why destroy present happiness by a distant misery which may never come at

all, or you may never live to see? For every substantial grief has twenty shadows, and most of them shadows of your own making.—SYDNEY SMITH.

19th.—True worth is in being, not seeming;
In doing each day that goes by
Some little good—not in the dreaming
Of great things to do by and by;
For whatever men say in blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

—ALICE CARY.

20th.—You find yourself refreshed by the presence of cheerful people. Why not make that earnest effort to confer that pleasure on others? You will find half the battle is gained if you never allow yourself to say any thing gloomy.—MRS. L. M. CHILD.

21st.—Stone walls do not a prison make,
Nor iron bars a cage;
Minds innocent and quiet take
That for a hermitage;
If I have freedom in my love,
And in my soul am free,
Angels alone, that soar above,
Enjoy such liberty.—RICHARD LOVELACE.

23rd.—The most happy man is he who knows how to bring into relation the end and the beginning of his life.—GOETHE.

23rd.—On a sun dial which stands upon the pier at Brighton is inscribed this most hopeful line: "Tis always morning somewhere in the world."

24th.—Life's harmony must have its discords; but as in music, pathos is tempered into pleasure by the pervading spirit of beauty, so are all life's sounds tempered by love.—GEORGE HENRY LEWES.

25th.—Ah, yes, another year, another year,
I'll set my life in richer, stronger soil,
And prune the weeds away that creep too near,
And watch and tend with never-ceasing toil—
Another year, ah, yes, another year.

—NORA PERRY.

26th.—No present is so barren but that there are fertile fields beyond.—REV. C. L. GUILD.

27th.—No man can safely go abroad that does not love to stay at home; no man can safely speak that does not willingly hold his tongue; no man can safely command that has not truly learned to obey.—KEMPS.

28th.—In truth, the prison unto which we doom
Ourselves, no prison is.—WORDSWORTH.

29th.—Sweet is the pleasure
Itself cannot spoil,
Is not true leisure
One with true toil?—J. S. DWIGHT.

30th.—Be careful carelessly.—W. M. Hunt.

31st.—Everything animate has a mind measured by its wants.—WALLACE.

ADVICE TO GIRLS.

A DECLAMATION FOR GIRLS.

A good deal of advice is wasted on boys. Girls don't get their share. Of course they don't need as much. There is no occasion to advise girls not to drink liquor, smoke, or chew tobacco, they are too sensible and too clean to do such foolish, filthy things. I have heard of girls using tobacco, but as Mr. Moody said when he was asked if a Christian would use tobacco, "Yes; a nasty Christian." I would say a nasty girl might use tobacco, but there are few such. But it must be admitted that girls need a little advice; they are not always as sweet-tempered as they ought to be. It is hard, I know, not to be vexed when another girl, that isn't half so sensible, is invited to play with the governor's daughter, just because she has a pretty face or dresses nicely, but we should not be cross to her for it. She isn't to blame, and our turn may come next. And it is terribly aggravating to have people talk sense to boys, and nothing but nonsense to us, as if that were all we could understand; but we should reflect that they are not to blame for not knowing any better. We should chatter and smile as we are expected to do, but bye-and-by will show them how much we understand. Let us keep good-natured and we shall be happy yet.

Then we do need some advice about our reading. We don't care much about Indian stories, and people don't write very many stories for girls, so we take such as we can get, and some of them are pretty bad. They don't make us want to run away and shoot somebody, but they make us terribly silly. Let us be careful what we read. On another matter we need advice. Some people try to make us believe that because we are girls we must never run, or jump, or play horse, or do anything that isn't lady-like. Now it will be perfectly proper for us to be ladylike when we get to be ladies, but as we are only girls, let us take all the exercise we need. We need not be rude about it either; we can be kind and polite, help our mothers and learn our lessons, but we have a right to have a good time if we are girls,

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercise, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

To be happy is not to possess much, but to hope and love much.

It is much easier to do evil than to bear being told of the evils we have done.

To be ignorant of one's ignorance is the malady of ignorance.—A. BRONSON ALCOTT.

It is the greatest courage to be able to bear the imputation of a want of courage.—HENRY CLAY.

NOTHING of worth or weight can be achieved with half a mind, with a faint heart, and with a lame endeavor.

INSTEAD of complaining of the thorns among the roses we should be thankful there are roses among the thorns.

THE truly great people do not try hard to get the praise of the world, but perform the actions which deserve it.

He that deceives his neighbor with lies is unjust to him, and cheats him out of the truth, to which he has a natural right.

THERE are treasures laid up in the heart—treasures of charity, piety, temperance, and soberness. These treasures a man takes with him beyond death, when he leaves this world.—BUDDHA.

WHAT CONGRESS IS DOING.

The Senate passed a resolution admitting the Commissioner of Agriculture to the floor of the Senate, a bill providing for the control of Sainte Marie Falls Canal and a bill protecting Indian reservations from the unlawful cutting of timber; and considered the pleuro-pneumonia bill.

The House resolved to provide evening sessions for the debate of the Tariff bill, passed the Pension Appropriation bill, decided the Kansas election case in favor of Peters, refused to concur in the Senate amendments to the Naval and P. O. Appropriation bills; amended and passed the bill to remove certain burdens on the merchant marine and encourage the American foreign carrying trade.

NEWS OF THE WEEK.

April 22.—An earthquake shock was felt in England. —The steamer Alert, for the Greely Expedition, arrived in New York.

April 23.—The Manitoba Legislature resolved to demand relief of the Dominion Government.—Prizes were awarded at the Academy of Design for the best American exhibits.

April 24.—The steamer Bear, of the Greely Relief Expedition, started from the Brooklyn Navy Yard.

April 25.—Bismarck is revising the German Constitution.—Gov. Cleveland signed the bill prohibiting the sale of oleomargarine.

April 26.—The International Exposition was opened at Turin, Augero's band has been reinforced by Haytien Creoles.—Merchants of Atlanta express disapproval of the Bankruptcy bill.

April 27.—The troops at Barber are joining the rebels.—A tornado swept through Western Ohio.

April 28.—Rugg, the Long Island murderer, was sentenced to be hanged June 6.—P. Lorillard & Co. have presented their employees in Jersey City with a library of 3,000 standard books, magazines and periodicals.

INTERESTING FACTS.

THE sable is found in the wildest parts of Siberia. A single skin is worth from \$50 to \$75. The real sable is not found in America. The American animal is the Pine Marten.

CAMELS will cross a desert with a load of 400 pounds, at the rate of thirty miles a day, in the burning heat of summer, and require water only every third or fourth day. In the cooler months the animal will work seven or eight days without water, and if grazing on green foliage, without labor, will only drink once a fortnight.

THE DEAD SEA.—A German savant, who has just returned from a careful inspection of the Dead Sea, in Palestine, denies that no bird flies over its waters, and that its shores are without vegetation, but confirms the tradition that no living thing is found in it. Fish coming down by the Jordan die at once on coming within its bounds. The water is so "thick" that he moved in it with difficulty; its bitterness was terrible, the bottom was slippery, like soap, and one can scoop up with the hand slime-like mortar. The touch of it causes the eyes to smart. While the temperature of the atmosphere was 60° Fahrenheit, that of the water in the Dead Sea was 64°. On coming out of it the body was thickly incrusted with crystals of salts of magnesia and soda. The day is not so very remote when the liquidity of the brine will pass away, and the whole sea become a basin of bitter salt, with a fresh-water passage through it.

EDUCATIONAL NOTES.

NEW YORK CITY.

Miss Isabel Parsels, superintendent of the Training Department of the Normal College, addressed the Primary Teachers' Association at Grammar School No. 47, in East Twelfth St., on "Language Lessons."

At a recent Board meeting, School Superintendent Jasper recommended the consolidation of male and female departments in several schools, removing others, etc., which he said would save the city \$26,000 a year, and greatly improve the method of instruction.

Charges were recently preferred by Supt. Jasper against John J. Doane, principal of the male department of Grammar School No. 19, alleging neglect of duty, and conduct unbecoming a teacher and intoxication. The committee found proof for the charges, and recommended that notwithstanding his long and faithful service, as his example to the younger teachers and pupils was bad, he be dismissed.

ELSEWHERE.

ILL.—The North-Western Normal at Geneseo, Prin. W. J. Cook, A.M., opens for the reception of students Sept. 4, 1884.

N. Y. STATE.—The annual session of the Westchester Co. Teachers' Institute will be held at Sing Sing, N. Y., May 12 to 16, 1884. Instructors: Profs. Eugene Bouton and H. R. Sanford.

RHODE ISLAND.—Thirty-four liquor dealers will be obliged to surrender their licenses July 1, when the 400 feet-from-a-school-house law which has just been re-enacted goes into effect.

MARHTA'S VINEYARD.—The regular class-work begins Monday July 14. The faculty is composed of able teachers, and the increased class-room facilities afforded by Agassiz Hall will be utilized to their fullest extent this year.

MICH.—Prof. Crocker, of Adrian, has managed to induce patrons to visit his school by appointing a particular time each year when a general invitation is issued to visitors. It is called the "examination," but the regular work of the school goes on.

MISSOURI.—The Pedagogical Society of St. Louis has reported to the Board a recommendation in favor of compulsory education as a remedy for hoodlumism, child labor, and ignorance. It requests the Board to labor for the passage of a compulsory law.

Prof. Hubert R. Newton has resigned his place as director and head of the Winchester Observatory on account of the action of Dr. Waldo, who has been making efforts to obtain full charge of the observatory. Prof. Loomis, one of the board of managers, has also resigned, and other resignations are expected.

NEW JERSEY.—Tree Planting Day was observed in many of the schools. In Newark nearly every school planted a tree, and at several schools there were special exercises. At the E'gteenth avenue school an oak was planted in the yard. In Verona, forty trees were set out in the school yard.

The Kindergarten Association celebrated the birthday of Froebel in a very pleasant, social way, April 23. A fine medallion of Froebel was decorated with flowers while singing an appropriate verse, then followed refreshments and games. The regular meetings are held every Wednesday at 4 P. M.

TENN.—The Chattanooga University is to be a school exclusively for whites of both sexes, but the Church which builds it will provide equally as good schools for the colored people. Co-education is an experiment to Southern people, but it is believed that it will work well and add to the refinement and moral power of the college.

NATIONAL EDUCATIONAL ASSOCIATION.—Among the topics to be discussed are: "Citizenship and Education," "Education in the Northwest," "Education at the South," "Needs in American Education," "Education of the Indian," "Deaf-Mute Education," "Principles and Methods of a System of Elementary Education," and "The Utah Problem as Related to National Education."

NEW HAVEN.—The Yale Corporation voted to accept the offer of Elbridge B. Munroe, treasurer of the Frederick Marquand Fund, to give \$50,000 for the purpose of erecting on the campus a chapel for the use of the College Young Men's Christian Association. The site chosen for the building is between Alumni Hall and the library. Subscriptions to the amount of \$25,000 had already been obtained from friends of the college for the purpose, mainly by undergraduates. Work and plans: why?

had been drawn and accepted, which will now be greatly enlarged and improved.

BROOKLYN.—The Kindergarten Association find themselves in need of a larger building and more teachers. A plan has already been presented for one that will accommodate from 200 to 300 pupils. The association was addressed by Col. Parker April 24. For summary of his lecture see elsewhere.

The School Board has engaged Herman P. Smith to supervise drawing in the public schools, with full power to say what shall be done and how. Mr. S. is peculiarly fitted for the position of "teacher of teachers." He is sure to rouse interest, and get the warm-hearted cooperation of all his subordinates. Brooklyn is to be congratulated.

BROOKLYN.—At the annual meeting of the Teacher's Association, the following officers were elected for the ensuing year: President, W. A. Welsh, Prin. P. S. No. 35; Vice-Presidents, Miss H. N. Morris, Prin. P. S. No. 39; Mr. C. P. Cunningham, Prin. P. S. No. 7. Secretaries, Miss R. F. Brown, of P. S. No. 4; Miss E. G. Bridgman of P. S. No. 9. Treasurer, Mr. F. R. Moore, Prin. P. S. No. 34. The Board of Officers is maturing plans for the year, and confidently expects to carry forward the work of the Association successfully.

MASS.—The Summer School of Languages at Amherst College will begin on Monday July 7th, and continue five weeks under the direction of W. L. Montague. There will be five hours of French, five of German, five of Latin and Greek daily. The instruction will be based on what is known as the "Natural Method," or the "Inductive Method." For information address, W. L. Montague, Amherst, Mass.

LASELL SEMINARY.—Mr. Alfred Hemenway, of Boston, recently gave the sixth and last of his course of lectures on the principles of the common law, to the inmates of Lasell Seminary. Law lectures in a girls' school are something of an innovation, but Mr. Hemenway kept the close attention of his hearers throughout.

COLLEGES.—Amherst maintains a regular system of gymnastic discipline for all its students. The good therefrom is manifest in the health of the students. Physiologists declare that, as a general rule the health of a young man from fifteen to twenty-five is apt to decline, but it is found to be untrue of Amherst students. By statistics kept for twenty years, it appears that the health of an Amherst College student is likely to grow better with each year of his college course.—Professor Thompson, for several years past at the head of the Agricultural College of the State University of Nebraska, has resigned, and the vacancy has been filled by the appointment of E. P. Savage, of Custer County.

THE Superintendent of the Milwaukee schools condemns the practice of requiring home study on the part of pupils. "It is bad for them mentally and physically, as well as unnecessary." To require no home study may be carrying the reform too far, but something ought to be done to stop the practice of requiring from three to six hours of home work daily of pupils under fifteen years of age—a thing not uncommon in the higher grades of the public schools in nearly every large city. This is caused by the "per cent." examinations, the demand for quantity. When the quality of the teaching takes the place of the quantity of knowledge required, there will be fewer dull brains and puny bodies, more bright eyes and happy hearts.

ST. LAWRENCE CO., N. Y.—The school commissioners of this county have aroused a great deal enthusiasm in behalf of improved methods of teaching. The four weeks institute just closed will be an example that will be followed by others, we hope. The following are some of the questions given by Com. Myers, to those professing to be teachers. What are the first principles of the "Grade Method" of teaching beginners in arithmetic (Swett, p. 196)? Explain the plan of teaching reading by the "Word and Script Method" as taught by Col. Parker. What are the three principal movements in penmanship? Rule spaces and make all the small letters properly. What are the objects of a Recitation? Enumerate five of them.—Swett. Would you teach a child to memorize a rule in arithmetic as the first lesson upon a subject, or, would you develop the principles objectively first? Why? Write ten questions which you would ask as an examination of a geography class which had studied carefully the continent of Europe. What is the effect of the excessive drinking of alcohol upon the stomach? Three methods of teaching History: (1) A Reading Lesson. (2) Memorize the book. (3) Teach topically by periods and historical stories. Which of the above is the best method and why? What is meant by "the three fold nature of man?" What should be the purpose of education regarding these three elements? Should play have any part in education? If so, why? What can be accomplished by it?

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

I have a pupil, a boy twelve years old, who is perfectly respectful, gives me a good many kind attentions out of school, and has been miles to get flowers and things that he happened to hear me say I liked, and yet in the school-room is an almost constant trouble. I have been obliged, seemingly, to punish him more than any other scholar. I did what seemed best for the school at the time, but do not feel satisfied with the result to the boy. Can you give me any suggestions as to his case?

[Find what his motive is in making trouble. Is it a desire to be thought cute by the other scholars, to attract their attention, or make them laugh? Or is it because he dislikes study and is restless in the school-room. Find an opportunity to talk with him, and get him to tell you openly and frankly why he does as he does. Talk kindly to him; let him see that you are interested in his welfare. If his action springs from restlessness, because of a dislike for study, find out what he likes to do, and encourage him in it. Shape his studies as far as possible in reference to what he likes. We once knew a very troublesome pupil who played truant, neglected his lessons, and made sport for the school. The teachers soon no longer noticed that during lessons in Natural History he was very attentive, and could give a great deal of information about the habits of insects and animals. She proposed having shelves in the school-room and making a collection. Henry offered to fix the shelves. She found he was fond of using tools and fixing up things. He was a constant contributor to the museum. She took pains to use the articles he brought for object lessons, drawing from him all the information he had to give concerning them, and praising his habit of observation. He began to come regularly. He soon manifested a taste for drawing. When he began to be restless she would manage to have something she wanted drawn, or a window to be fixed, or some nails to be driven up. He would come back to his studies with an interest. He soon became anxious to catch up with the other boys of his age, and in time grew to be the most helpful instead of the most troublesome boy in the school.—ED.]

Several letters have come to me respecting my solutions in JOURNAL of March 22. "M. G." does not know where the first term ends in examples 4, 5, and 6, nor where the second term ends in examples 2 and 8. A term is an algebraic expression, the parts of which are not separated by the sign + or -. In this definition mathematicians, from the author of "Organum Principi," to those of the present day, agree substantially; hence, the left hand members of equations 4, 5, and 6 are each monomial. The terms in 2 and 3 are binomial. "A. H. L." seems to be at a loss to know whether the expression $6+4 \times 3$ may not mean 6 divided by 4 and the quotient multiplied by 3. According to the definition of a term this means 6 divided by the product of 4 multiplied by 3, or 12. $6+a \times b$ is $6+ab$, not 6 divided by a, and this quotient multiplied by b. Schuyler's Algebra will help Mr. Lewis, so will Ray, Bourdon, Peck, Davis, Thompson, Day, and especially Todhunter.

J. DUNLAP.

(1) How do our best speakers give the sound of "ou" in "slough," as in "out"? (2) Is the use of the word example correct in the expression, "The teacher would not work out the hard examples"? (3) What is meant by running measure in measuring cloth? (4) Can you tell me the exact relative distance of the circumference and diameter of a circle? (5) In directing a letter to New York City, is it necessary to name both the city and State, as New York, N. Y., or is N. Y. sufficient?

F. E. E.

(1) No, ou is pronounced almost as oo in boot. (2) Problem is a better word. (3) Length measure without regard to width. Carpets are sold not by the square yard, but by the running yard. (4) It can only be approximated, the circumference is $3.14159 +$ times the diameter. (5) New York, N. Y., is correct, though it would come if N. Y. was left off.—ED.]

You ask for opinions regarding the changing in size of the pages of the TEACHER'S INSTITUTE. I vote yes on that every time. Make them smaller and give us more of them. You are doing a vast amount of good; keep the ball rolling. I find something in every number fully worth its yearly cost. Education is moving. Here in Clermont county the teachers have organized township associations, which meet in some townships semi-monthly, in others monthly. The New Education is being discussed, and though we have a few teachers who adhere to old methods, the live teachers are taking hold with a will, determined to advance the cause against all opposition.

W. M. GILLESPIE.

(1) Where can I buy Dr. Sauvage's works? (2) What sort of weather will red and blue suns, crescents, and stars indicate when the Penn. Railroad Company put up their weather signals? I hope every teacher who has any objection to offer will imitate "G. C." in S. J., p. 234, April 18, and that the Editor will take the trouble to answer. In answer to "T. M. C." April 12, read psychological publications of Prof. Brooks, Phila., fully advertised in the JOURNAL. Still better, write and write to Mr. Kellogg until he gives the "plain letters."

"A. S. L."—For magic squares, see Hutton's "Recreations in Mathematical Science," Vol. I. E. D. S.

The sentence, "The space between the three roads is intended for a parade ground," was given for correction. The correction reads, "The spaces between the three roads are intended," etc. The first sentence seems quite correct and plain; the second, or corrected sentence is, at least, doubtful. I understand that "the space is a triangle between three roads." H.

[The difficulty seems to be in understanding the author. If it was a triangle then the sentence was correct; but it was inferred that the roads ran parallel.—Ed.]

Is there such a thing as a "living corpse"? Webster's Dictionary defines corpse as "a human body, living or dead." (2) Is it right to give the sound of in shone as in cone, or in gone? (3) Is it right to say the American authority is Webster, and mine are Walker and Worcester, or should I say, mine is Walker's and Worcester's, it being more than one authority? J. R. R.

[(1) Corpse is an Anglicized-Latin word which originally meant a body living or dead, but has come to be applied only to dead bodies. Webster marks the former meaning as "obsolete." (2) Oin shone is long, in gone it is short, but o in shone is coming to be pronounced short also. (3) Mine is Walker and Worcester.—Ed.]

I greatly like the practical ideas put forward in the SCHOOL JOURNAL. I have been in this country twelve years, and have done all I could to promote a sound logical system of teaching. The program of study is of little account; the question is how much our faculties are strengthened. I have often astonished teachers by telling them the four operations of arithmetic should be taught together. B. LIPPENS, School Supt.

Province of Quebec.

(1) "The meeting was to be called on May 5. The meeting was to be called on May 5th." Which one of the above sentences is correct, and please give the reason? (2) What is the rule for the use of the comma, preceding the final conjunction "and" where a number of words are joined copulatively?

(1) The latter, because an ordinal adjective is required. The other is in common use. (2) Authorities differ. The third question is not suited to our columns.—Ed.]

(1) What was the price paid for the Territory of Alaska, and when purchased? (2) Name the three largest rivers in North America, and give their length. (3) How many counties in the U. S. at the present time? (4) Where can I get an Astronomy suitable for a beginner? (5) Who did George Washington marry? (6) Who is Vice-President now? E. C. S.

(1) \$7,200,000. (2) Missouri-Mississippi, 4,350 miles; Mackenzie, 2,440; Rio Grande, 1,800. (3) 2,618. (4) Address the publishers of text-books. (5) Mrs. Martha Custis. (6) There is none.—Ed.]

Please give the names of the best books for supplementary reading for little folks, the grade of the Second Reader. P. H. W.

[There are several second grade readers, supplementary; write to Leach, Shewell & Sanborn, D. Appleton & Co., Ivison, Blakeman, Taylor & Co., N. Y. City.—Ed.]

[I vote for the proposed change in the size of the INSTITUTE, as I intend to bind mine in the fall, and a smaller page will be more convenient. Many papers are like an almanac, of very little use after date, but the INSTITUTE is an exception. It is so full of suggestions that one cannot grasp them all at one reading. It will repay several perusals. B. M.

A State unquestionably has the right to make laws compelling children to attend schools between certain ages. Has a county such a right without the action of a State legislature? How about a district?

[Neither the county nor district has the right to make laws.—Ed.]

"The patriots not dispersing, Pitcairn ordered his men to fire." Please construct "dispersing." F. J. [Dispersing relates to "patriots;" it asserts something partially about patriots—not so much as a verb; so in construction it is put underneath.—Ed.]

Where can I find the poem "Horatius Keeps the Bridge," by Macaulay?

[Brook's "Manual of Elocution and Reading," Elbridge & Bro., Phila., among other works on elocution.—Ed.]

You may send me eight of Payne's "Lectures." I have read it enough to see that it is a grand work, and desire to place it in the hands of each of my class in Theory and Practice. W. H. FUTMAN.

Wyoming Seminary, Pa.

Please suggest some things that you think would make a school-room lively. W. H. C.

[See April 19th JOURNAL, page 245.—Ed.]

LIZZIE BELLE STEVENS, of Livermore, Me., the girl who was frightened by finding a snake in a box of shavings, has died of the fright. She lay in a delirium for ten weeks, raving about the snake most of the time, and then typhoid fever set in. She was thirteen years old. The snake was put in the box by a smart youth "to scare the girls."

EDUCATIONAL MISCELLANY.

MAKING THE DUMB SPEAK.

A hundred years ago most persons, if asked how the dumb could be made to speak, would no doubt have answered without hesitation: "By a miracle!" Yet nearly a quarter of a century earlier, in 1760, a German, Samuel Heinicke, had started a school in Leipsic for teaching deaf mutes to talk. This school is still in existence, and other schools based on Heinicke's method, which, of course, has been greatly improved, have been founded in different countries, so that at the present time the teaching of the dumb to speak forms an important branch of education. Few persons who have not paid special attention to the subject have any idea of this.

On the west side of Lexington avenue, New York, between 67th and 68th streets, stands the Institution for the Improved Instruction of Deaf Mutes. Within its walls nearly 150 little tongues, upon which nature has imposed the burden of silence, are daily taught the intricacies and usefulness of speech. As a rule children are dumb solely because they are deaf, and therefore unable to hear and imitate the vocal sounds uttered by those around them. It is very rare that the vocal organs of a deaf mute are defective. On the other hand, children under seven years who have learned to speak perfectly almost always become mute if they lose their hearing, as they frequently do by such causes as measles, scarlet fever and cerebro-spinal meningitis. Children born deaf are technically termed congenital deaf mutes, and those that become so in early childhood are called semi-mutes. Strange as it may appear, it is generally easier to teach the former than the latter to talk.

Since the child cannot hear, his other senses must be enlisted as substitutes for hearing, and the method of teaching him to speak must, therefore, consist in making him see and feel the words spoken to him. How this is done can best be seen in the primary class, made up as a rule of children from six to nine years old. These little ones who entered the institution perfectly dumb in September last are all able now to utter simple words and sentences distinctly, while one or two can speak almost fluently. But another thing that surprises the visitor quite as much as their speaking is that the youngest of those children can also write readily and legibly any word he can utter.

The first step in teaching the dumb child to speak is to teach him to utter simple vowel sounds correctly. To do this the pupil is directed to place his hand on the teacher's chest, where he can feel the vibration, and to watch the shape of the teacher's mouth, for, in order to distinguish between their varieties, the deaf mute depends entirely on watching the relative positions of the lips and the tongue. In teaching e the pupil, besides having his attention directed to the teacher's mouth, which is opened as wide as it can be consistently with the production of the sound, is also made to place one hand on the teacher's and the other on his own throat, so as to feel and imitate the peculiar vibration. The vibration of e can also be felt under the angle of the jaw and upon the crown of the head. Another method of teaching e is to make the pupil feel that while in sounding o the larynx is depressed, in sounding e it is raised.

Modulation of the voice is taught from the very outset. When the pupil's voice is too high and shrill, pressure on the front of the larynx diminishes the tension of the vocal chords, and thereby lowers the pitch. Simultaneous pressure on both sides of the larynx increases the tension of the vocal chords and elevates the pitch. The nasal tone is corrected by directing the pupil's attention, through holding the back of his hand alternately to his own and the teacher's mouth and nose, to the fact that in the proper utterance of the sound the breath escapes through the mouth, and not through the nose. If this does not succeed, the teacher closes the pupil's nostrils by pressing them between the thumb and forefinger, and thus forces the breath through the mouth.

The simplest consonant sounds, and consequently the most readily taught, are r, t, and k. The pupil is made aware of the differences in the utterance of them by having the back of his hand held close to the teacher's mouth, and then he is encouraged to exercise his own vocal organs until he is able to emit his breath in the same manner. He is assisted in the production of the k sound by having the fore part of his tongue pressed downward and a little backward with a paper folder.

As soon as a pupil has succeeded in uttering a sound correctly, the letter, or combination of letters, representing it is written on the blackboard, and he is encouraged to repeat the sound, and write the letter himself so as to clinch the identification. As soon as he is able to utter simple vowel and consonant sounds, he is taught to combine them into easy words, as "toe," "tea," "out," "eye," "cow," which are immediately written upon the blackboard. At the same time the meaning of such words is explained to the pupil by means of pictures and objects. Thus he is simultaneously taught to utter articulate sounds, to read them from the lips of his teacher, to associate words with their signification, and to write the letters and words as he learns them. The most difficult sounds for a deaf mute to learn are the hissing sounds of s, ch, and j, but these are acquired like the rest by patience and practice.

The pupils in most cases show a remarkable aptness to learn, and they express a peculiar delight when they first find out the real object of the funny puffs, blows, and hisses, which they learn to produce, and they labor cheerfully to overcome the difficulties necessarily attending their attempts at articulation.

The development of speech sounds occupies, according to the capacities of individual pupils, from three to four, or, at the utmost, five months. They are kept in the primary class generally for one year, then instructed in the English language, and finally carried through higher branches of study. The more advanced pupils, as a rule, enunciate clearly, though they are apt to fall into a kind of lisp. But when their attention is called to it they quickly remedy the defect. It is not an uncommon thing to see one of these advanced pupils talking with his hand on his chest. Being asked why he holds his hand there, he replies that it assists him in modulating his voice.—Sun.

Good Books.—Among the many favorites of the past few years a few stand out prominently, and at the head of the list we unhesitatingly place "On the Heights," as it embodies all that a novel can. It has the ornament of a refined diction; it is of greatest value because it embodies deep philosophy: a sagacious reasoning that serves all phases of doubt or failure. We are literally on the heights in its perusal, and one returns to the world elevated, refined, almost awed, by the depth of thought and action by which he has been swayed. In the list of favorites comes next, for perfection of one kind, "John Halifax"—perfect in its sweetness and suggestiveness, an idyl of a possible Arcadia. One can learn it by heart, and grow sweet and tender from the insight it reveals of what is possible to be realized in the realm of the heart. Next comes "Romola," its queenly character standing prominently in the foreground of heroines, and containing a dramatic power second only to Shakespeare's. "St. George and St. Michael" comes next for sweetness and freshness of scene. "Jane Eyre" thrills us in middle life as it did in youth. How we love the "Guardian Angel"! The whole troop of Thackeray's, Dickens', and the rest of George Eliot's novels crowd upon the scene for mention, but the list would be too large. No product of the imagination that has come to the world excels "Uncle Tom's Cabin," but that seemed more like a heaven-sent call to a mission for the world than a simple novel, and it hardly comes in the same category with the rest. Charles Kingsley's "Two Years Ago," can be read many times; indeed, only when a story, like a poem, is learned by heart have we known how to enjoy it. Who would wish to learn the stories that crowd the press to-day, or how many would one wish to place upon the stand by the bed for sick-days, or night-watches, or for restful pauses in life's whirl.—ANNA E. FAXON, in Boston Commonwealth.

DO LOW TEMPERATURES PRODUCE "COLDS"?

No man can freeze himself into a catarrh. In cold weather the hospitals of our Northern cities sometimes receive patients with both feet and both hands frozen, with frost-bitten ears and frost sore eyes, but without a trace of a catarrhal affection. Duck-hunters may wade all day in a frozen swamp without affecting the functions of their respiratory organs. Ice-cutters not rarely come in for an involuntary plunge-bath, and are obliged to let their clothes dry on their backs: it may result in a bowel-complaint, but no catarrh. Prolonged exposure to a cold storm may in rare cases induce a true pleural fever, a very troublesome affection, but as different from a "cold" as a headache is from a toothache—the upper air-passages remain unaffected. Sudden transition from heat to cold does not change the result. In winter the "pullers" of a rolling mill have often to pass ten times an hour from the immediate neighborhood of a furnace to the chill draught of the open air; their skin becomes as rough as an armadillo's, their hair becomes grizzly or lead-colored; but no catarrh. On my last visit to Mexico, I ascended the peak of Orizaba from the south side, and reached the crater bathed in perspiration; and, following the guide across to the northwest slope, we were for ten minutes exposed to an ice-storm that swept the summit in blasts of fitful fury. Two of my companions, a boy of sixteen and an old army-surgeon, were not used to mountain-climbing, and could hardly walk when we got back to our camp in the foot-hills, but our lungs were none the worse for the adventure. Dr. Franklin, who, like Bacon and Goethe, had the gift of anticipative intuitions, seems to have suspected the mistake of the cold-air fallacy. "I shall not attempt to explain," he says, "why damp clothes occasion colds, rather than wet ones, because I doubt the fact; I believe that neither the one nor the other contributes to this effect, and that the causes of colds are totally independent of wet and even cold."—DR. FELIX L. OSWALD, in *Popular Science Monthly*.

NEW YORK CITY.

Mme. Helen Hopekirk's last pianoforte recital this season will be given Saturday evening, May 3, at eight o'clock. The program includes an impromptu from Schubert; a Spring song from Mendelssohn; a grand Sonata from Beethoven; and several selections from Chopin.

ART STUDENTS' LEAGUE.—An exhibition of wood-engravings was held at the League on Saturday evening last. The finest engravings that have appeared in the periodicals lately were among this collection. Hamilton Gibson, Harry Fenn, St. John Harper, F. S. Church, W. T. Smedley, C. S. Rheinhart, F. Dielman, E. A. Abbey, Alfred Parsons, W. A. Rogers, T. Hovenden and Alfred Fredericks, are all represented by their choicest works. The originals of some of the engravings were hung immediately under the engravings; some of them done in oil colors, some water colors, but the majority in black and white.

THE ART STUDENTS' LEAGUE.—The ninth annual meeting of the Art Students' League was held in the rooms of the Society, at No. 38 West 14th Street, on April 15. The President, Mr. Wm. St. J. Harper, in his address, spoke of the prosperous condition of the League, the past school year has been in every respect the most successful that the society has known since its organization, nine years ago. The classes now number 16, and consist of five Life, two Painting, two Head, two Antique, two Costume, Sketch, Composition and Perspective. The instructors are: Mr. T. W. Dewing (morning Life Class); Mr. C. Y. Turner (morning Head and afternoon Life Classes); Mr. Walter Shirlaw (afternoon Life Class); Mr. Wm. Sartain (evening Antique and evening Life Classes); Mr. W. M. Chase (Painting Classes); Mr. George de F. Bush (Antique and afternoon Head Classes); Mr. J. S. Hartley (Artistic Anatomy); and Mr. F. Dielman (Perspective). The number of students who have worked in the school during the year has been 451, an increase of 41 over last year. The gross receipts for the past year have been a little over \$20,000, an increase of nearly \$3,000 over any previous season. During the year considerable additions have been made to the art collection of the League and a much larger number of art periodicals kept on file in the Reading Room. The following officers were elected to serve during the coming year: President, Mr. C. Y. Turner. Vice-Presidents, Miss M. M. Marsh and Mr. Joe Evans. Members of Board of Control, Miss A. V. V. Brown; Mr. John P. Davis; Mrs. Geo. B. Wallis. These officers appoint the six other members of the Board, making twelve in all and these have the direction of the school.

BRIGHTER links in life are broken
By a single angry word.

ELOCUTION AT GRIMSBY PARK.

A Summer Session of the National School of Elocution and Oratory, Phila., is to be held at Grimsby Park, Ontario, Canada. The success of the last two Summer Sessions at Cobourg was such as to warrant the management in again going to Canada for the summer.

This is a subject that offers excellent opportunities of combining healthful recreation with delightful and profitable study. There is recreation in the study itself. The course, though short, is sufficiently long to accomplish marked improvement in the strength, management, and use of the voice in gesture, articulation and expression, and in all that relates to public delivery.

In addition to the regular course of instruction, which deals with the principles of effective speech and their application to practical purposes, the faculty will organize a number of special courses adapted to the wants of clergymen, so arranged as to be either supplementary to the regular work or independent of it. Special attention will be given to Bible and Hymn Reading and Sermon Delivery. In the teachers' class the art of teaching reading and the application of elocutionary principles to the work of the school-room will be emphasized. For the advantage of lawyers and others interested in the subject, a class will be formed in extemporaneous speech. The principles of persuasive address will be presented and frequent practice therein offered. Post graduates and advanced students in elocution will have special opportunities for carrying on their work. The Rev. H. W. Beecher says of this school: "One of the noblest institutions that could be established, one of the most needed, and one which I have reason to believe has been established under the inspiration of the highest motives."

The class of last summer in Cobourg, among which were Rev. Prof. Scrimger of McGill College, Montreal, Canada, Rev. Hugh Johnston, pastor Metropolitan Church, Toronto, Canada, Rev. F. H. Wallace, Cobourg, etc., etc., give warm testimonials in its favor.

Grimsby Park is on the south shore of Lake Ontario, twenty-five miles west of Niagara Falls, was organized as a summer resort about nine years ago, and now numbers about one hundred cottages, beside two large hotels. It is on the line of the Great Western Division of the Grand Trunk R. R., and in direct communication with Toronto and other cities by steamer. Rev. Dr. Talmage says of it: "It is one of the most delightful places in which to spend the summer that I have ever visited." The boarding arrangements promise to be excellent, and the rates secured by the school are moderate. Summer excursion tickets to Niagara Falls may be secured at low rates.

PUBLISHERS' NOTES.

I find much to help me in your valuable paper, and am trying to be a school-teacher and not a school keeper.

C. E. M.

Every educator needs some one of your papers, and when they once read them I don't see how they can do without them. I would not be without them for twice their cost.

L. H. G.

The JOURNAL is always a messenger of good tidings to me, and is welcomed with joy. It has been a great help to me since I have been teaching. I could not do without it.

C. P. C.

Enclosed find \$3 for the SCHOOL JOURNAL. If you can supply back numbers, please date my subscription from the beginning of "Letters from Normalville." Colonel Parker ought to write a work on education. The little he has given to the public has done me more good than all the other works I have read.

F.

The recent action of our (Va.) Legislature in regard to teachers' institutes has greatly discouraged our teachers. How can we improve our schools without improving our teachers, and how can we improve our teachers without institutes. But few are able to give themselves a course of training, many do not know the value of professional literature. The institutes are needed to bring the teachers together, and enlighten and interest them in their work.

J. J. W.

Va.

I prize the JOURNAL highly. Your remarks that the motive of the teacher must be "the good he is doing," and that he should "grow," are worth being placed in every school-room. Unfortunately, too many teachers do not grow, nor are they careful about doing good. To hear lessons and to keep their places is the amount of their ambition. We have in this country a number of teachers who aim at development of character and intellectual growth. This winter, in my school visits, I have endeavored to keep prominently three things before the teachers and pupils. 1st. Close observation. 2d. To know the meaning of words used. 3d. To be able to express in good language what was learned. Good work has been done and interest aroused by having pupils memorize and repeat "Golden Thoughts" of different authors. The careful readers of educational journals I find doing teaching nearly the name.

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AS TO THE FUTURE.

Please note the following features of the JOURNAL: 1. The series of articles from Col. F. W. Parker, the first of which appeared Nov. 10. Others will follow each month.

2. The valuable series of letters from our special correspondent at Col. Parker's Normal School, Ill. These give a minute description of the methods employed there, and have been read with deep interest.

3. We give sketches of prominent educational men.

4. The School-Room Department, which is and has been the center of the paper; "How to Teach" is the problem before the earnest teacher; all know the *what*, few the *how*. We shall make the JOURNAL worth \$50 a year to every subscriber. We shall make the it a paper no live teacher can do without.

AS TO THE PAST.

The educational world does move. The SCHOOL JOURNAL began in 1874 to preach a reform in educational methods; it urged that we should absolutely teach in accordance with the principles enunciated by Socrates, Pestalozzi, Froebel, Page, Mann, and others. To all this there was at first shrugging of shoulders, and "I wish we could." Undismayed it went on finding here and there those who believed it was possible that the school-rooms should be centers of light, life and joy, instead of knowledge. At last the entire continent is feeling a new impulse. "There is something in the air," all now exclaim. The dearest teacher has heard of the "New Education."

The JOURNAL has not filled its pages with disquisitions "about Education." There are thousands of men who can write "about Education," whose schools are caricatures. We have done a better thing; we have explained the foundation PRINCIPLES of education, and have given METHODS founded on those principles. We hold that the great thing needed is TEACHERS WHO COMPREHEND THE PRINCIPLES OF EDUCATION. Such teachers will easily form their own methods. We therefore explain these principles and give methods that in themselves suggest principles.

The teachers have seen at a glance that the JOURNAL is fitted to be a right hand of help. They have felt its inspiration. Volumes could be filled with testimonials; thousands tell us that it has doubled and quadrupled their power of teaching. It is worth hundreds of dollars to the teacher who wants to improve himself and his school. No investment is so valuable as a subscription to the JOURNAL.

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BOOK DEPARTMENT.

NEW BOOKS.

LECTURES ON THE SCIENCE AND ART OF EDUCATION. Joseph Payne. New York: E. L. Kellogg & Co., 16mo. cloth, \$1.00; paper, 60 cents.

Teachers who are seeking to know the principles of education, will find them clearly set forth in this volume, and it must be remembered that principles are the basis upon which all methods must be founded. The volume contains six lectures selected from the English editions of Payne's works, with special reference to their practical value to teachers. Among them are: "The Science and Art of Education," "The Practice or Art of Education," "Educational Methods," "The True Foundation of Science Teaching," "Pestalozzi," "Frederick" and "The Kindergarten System of Elementary Education." There is also a short sketch of Payne's life. Joseph Payne's success as a teacher entitles him to attention when he speaks on the subject of education. The principles he sets forth are made the basis of the Art of Education, which he shows may be put into successful practice. His standing was recognized by his co-workers in England, and when the Professorship of the Science and Art of Education was founded in the College of Preceptors, he was called to fill the chair, the first of the kind established in England or America. Since his death, in 1876, the importance of the work he accomplished has been more widely recognized. Froelich, Pestalozzi, and other workers had left a vast unfinished work behind them. Payne set himself to work to find the clew to their success. He seemed peculiarly fitted for this investigation, and the result was the discovery of the principles underlying their practice—rules, by following which the teacher may become skillful in dealing with young minds. The book is printed in clear type, and neatly and plainly bound in durable cloth, and is sold at a very moderate price. Supt. Greenwood, of Kansas City, says: "I wish 300,000, copies could be put into the hands of the American teachers this year."

LATIN GRAMMAR AND EXERCISES. F. A. Blackburn. Boston: Ginn, Heath & Co. \$1.10.

The work is claimed to be the "outgrowth of experience in teaching Latin to beginners." It is concise in its statements, omitting those "things which Latin has in common with English." Pupils who study it being presumed to have a knowledge of English grammar, hence the author omits the definitions of the parts of speech, kinds of sentences, subject, object, and the rules for the use of adverbs, conjunctions, etc. This is, perhaps, a questionable feature. The parts to be memorized are printed in large type, and illustrations, explanations, and limitations of grammatical principles are found in the notes. The work is not claimed to be a complete exposition of the principles of the Latin language, nor a complete history of the forms and growth of Latin speech, but is designed for that class of pupils who study Latin for the training it gives in clearness of thought and exactness of speech.

The author lays no claim to original research, but says that he has made use of every source whence he might derive information and expression to aid him to carry out his purpose. On questions of fact and usage he has built chiefly upon the Latin Grammar of Roby. In pronunciation the author follows the method commonly known as the Roman. The work has many excellencies which commend it to the careful consideration of the practical, thorough, and progressive teacher.

The work is evidently a history of the author's method of teaching Latin; a method that he has doubtless made eminently successful. It must not be forgotten, however, that Saul's armor, though it doubtless fitted the tall form of the king, dangled ungracefully upon the little shepherd boy, and the latter showed discretion in preferring his own simpler defence. If teachers make use of the author's experience to improve their own methods, the work will prove a valuable aid; but as a text-book to be placed in the hands of the young learner, both its plan and arrangement might be improved. Clearness is sometimes sacrificed for the sake of brevity, and its definitions, in some cases, are slightly defective.

In the "Exercises," the plan of taking the grammar in its own order instead of illustrating detached principles is a good one. The author's method to secure a full and thorough mastery of the forms of inflection, as brought out in the "Exercises," is one of the best features of the work.

LOGARITHMIC AND TRIGONOMETRIC TABLES. Edwin P. Seaver, A.M. and George A. Walton, A.M. Philadelphia: J. H. Butler.

In a collection of mathematical tables correctness is

the first essential quality. No other excellencies can compensate for the want of correctness. On this point the work of Messrs. Seaver and Walton will bear the closest criticism. The next important element is clearness of print. In the work before us this element is secured by the use of large and clear type. The third important element is the form of the page. In this work the lines are open, and the page is neither too large nor too small. The fourth important element is the side-helps needed in using the tables. These are not too many nor too few, and are presented in a clear, simple, and concise form. The "five-place" tables may be sufficient, but the six-place tables require but little more space, and give much closer approximations. In point of accuracy a careful comparison with other tables of acknowledged worth, has resulted in finding not a single discrepancy.

IMPROVED HISTORICAL CARDS. By J. W. Freeman. Cincinnati: Peter G. Thomson. \$1.00.

These cards represent a new and original method of acquiring rapidly and permanently, the leading facts of U. S. History. The Geographical Cards by the same author having been very successful he has prepared on a similar plan The Historical Cards. Each set consists of 200 cards, put up in a neat box, with directions. It is played by several persons seated in a semi-circle, or around a table, one acting as reader. It is a game combining a deal of enjoyment and instruction, and may also be used in the school-room, as a general exercise, pupils being seated in their regular seats. We commend it to the attention of teachers and parents.

MAGAZINES.

Lippincott's Magazine for May opens with an illustrated article on "The Hill-Suburbs of Cincinnati." Everything relating to that city has a special interest at present. The illustrations have merit. A timely article is an account of a journey from Berber to Suakin, from the diary of an old English officer, the last European to traverse this route. "Shakespeare's Tragedies on the Stage," Professor William F. Allen's account of "How the Roman Spent His Year," James A. Harrison's description of a trip "Along the Columbia River and Puget's Sound," and Horace Lunt's "A Day in Early Spring," are excellent features. Among the stories "The Perfect Treasure," "At Last," by Miss Annie Porter; "Retaliation," by Lina Redwood Fairfax, and "The Rev. Nahum," are all good.

The installment of "Dr. Sevier," by Geo. W. Cable in the May *Century* is in the best sense the literary sensation of the month, as the story itself is among the best of this generation. "H. H." in "The Women of the Bee-Hive" treats the Mormon question with a sympathy and breadth of view that puts to shame our legislators and male haranguers. Frank R. Stockton contributes an amusing satirical essay "On the Training of Parents;" "Rose Madder" is a pleasing short story; Robert Grant's "An Average Man" approaches its conclusion; and Henry James's new story is begun. The best of the illustrated papers are, "The Salem of Hawthorne," by Julian Hawthorne: "The Bay of Islands," by Mr. Benjamin; "Recent Architecture in America," by Mrs. Schuyler Van Rensselaer; "Metopes of the Parthenon," by Dr. Charles Waldstein. "Chief Joseph, the Nez-Perce," is picturesquely described by Lieut. C. E. S. Wood, and the Chief's picture constitutes the frontispiece. The poetical gem of the number is "In After Days," by Austin Dobson.

"Simply Sweet" is the exactly descriptive title of the frontispiece drawn by Geo. L. Seymour for *Cassell's Family Magazine*. It is pleasing to note that this periodical shows a spirit of continual improvement. The serial stories in the current number grow increasingly interesting and there are some excellent shorter stories and sketches. Among these are "A Day at a Laundry," "In an Australian Forest," by Stephen Thompson; "Sister Eyes," by the author of "So Blue"; "A Highland Joke," by C. F. Gordon Cumming; "Sketched in Court" and "Spring Time: A Painter's Story." "The Gloaming Time" is a pleasing song with words by Matthias Barr and music for voice and piano by Frederick G. Cole. Good drawing predominates in the number, illustrating and enlivening the text. In addition to these features are practical contributions; and the departments are complete as usual.

The Atlantic Monthly for May continues with undiminished interest the serial stories, "A Roman Singer," by Mr. Crawford, and "In War Time," by S. Weir Mitchell. Richard Grant White contributes the first of two articles entitled "The Anatomizing of William Shakespeare," an acute and interesting study of Shakespeare's life and writings. Henry James continues his

French studies of travel. Prof. E. P. Evans has an article "Linguistic Palaeontology" of interest to all intelligent readers. Dr. George E. Ellis contributes an interesting paper on Gov. Thomas Hutchinson. Henry Cabot Lodge writes of William H. Seward, and Miss Harriet W. Preston has an admirable essay on "Matthew Arnold as a poet." The short story of the number is by E. W. Bellamy, and is entitled "At Bent's Hotel." There are articles of public national interest, and poems by T. B. Aldrich, H. H., and Edith M. Thomas.

The Art Amateur concludes its fifth year with an admirable May number. Notable features are the frontispiece, "Morning Prayer," from C. S. Pearce's *Salon picture*; the profusely illustrated article on the National Academy Exhibition, and the first of an invaluable series of articles on "The Modern Home," treating of the vestibule and hall. Louis Leloir and George Fuller, artists recently deceased, receive appreciative biographical notice. The work of Solon, a famous French ceramic artist, is described and illustrated. Other articles of much interest are on spurious old faience, the drawings of the old masters, the *Pastel Exhibition* and "How we Lost the Castellani Collection." The supplement sheets include designs for monograms, jewels, wood-carving, etched and hammered brass, and china painting. With the May number *The Art Amateur* is to be introduced in England, and we doubt not the British public will give it the cordial welcome it deserves.

The May *Manhattan* is a forward step in the progress steadily made by this enterprising periodical toward the front rank of magazine excellence. The opening of the novel "Trajan," by an anonymous author, is pleasing and promising. Among other good illustrated papers are: "The Gunnison Country," by Ernest Ingersoll; "Rimini and the Malatestas," by Alfred Ashton; and "Ulric Zwingli," by Charles H. Hall. "The Seven Conversations of Dear Jones and Baby Van Rensselaer," by Brander Matthews and H. C. Bunner, is a humorously interesting story. The several departments are up to high-water mark, and there are a number of pleasing poems.

The *North American Review* for May includes "Defective Naturalization," by Justice William Strong; "Matthew Arnold," by Edwin P. Whipple, which is very entertaining and at the same time critical; "A Zone of Worlds," by Richard A. Proctor; "The Railway and the State," by Gerrit L. Lansing; "Illusions of Memory," by Prof. Henry F. Osborn; "The Meaning of Song," by Helen Kendrick Johnson; and a discussion of "Workingmen's Grievances," by William Godwin Moody and Prof. J. L. Laughlin, in which labor-saving machinery is given attention.

LITERARY NOTES.

There is much excellent, useful and entertaining matter in the current number of the *Illustrated World*. The usual miscellany, sketches, correspondence, and editorials on musical topics, are bright and interesting and the music is new and taking.

Messrs. G. P. Putnam's Sons will publish immediately (by arrangement with John Murray) a Memoir of Alice, Princess of Great Britain and Ireland, and Grand Duchess of Hesse, with a selection from her correspondence. The work is edited by the Princess Christian, a sister of the Princess Alice. The correspondence commences in 1862, the year in which the marriage of the Princess took place, and is complete, without interruption, to the time of her death in 1880. The volume will contain two portraits.

Quite an animated controversy is going on between the Publishers of *The Teacher* and *The Independent*, caused by a review of Chase's Latin Grammar in the latter. We do not wish to enter into the merits of the book, it being conceded by a large number of Latin teachers as being a text-book of unusual merit, but we think it is strange that in reviewing a book, the reviewer should find himself called upon to decide whether the book was needed or not. It looks to us very much as if it was reviewed in the interest of some rival book. The April number of *The Teacher* contains the review and gives over a hundred testimonials of leading Latin teachers, from all parts of the country. The whole makes very spicy reading and thus far *The Teacher* is ahead.

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The offer of Mr. Jno. R. Anderson, of 86 Reade St., New York, and 6 Washington St., Chicago, to exchange for school books no longer wanted, others of desirable general reading, will be appreciated by many, both scholars and teachers, that have on hand an unavailable stock of the former. You have only to send him a list, giving dates and condition of what you have.

Now that the days of summer institutes are near, it is a good time to call the attention of teachers to those very convenient tablets, and what is known as Quincy practice paper, offered among other desirable goods by the Acme Stationery and Paper Company, of Fulton St., New York. The pencil, drawing and blotter tablets, and spelling and other blanks manufactured by this firm are of improved pattern, and will be nearly indispensable to the outfit of any teacher attending institutes this summer.

Messrs. J. R. Lamb, of 59 Carmine Street, New York, should be remembered by schools, churches, and other institutions looking for furnishings. This firm deal in all goods of this general description, and are in every respect reliable and worthy of business confidence. Their hand-book is sent by mail, free, on application.

The book, "Over the World," so extensively advertised at this time by Bradley & Co., of 66 North 4th St., Phila., deserves the high commendation it has received from the press in various quarters. It is replete with valuable information on a great variety of subjects, imparted in a most attractive manner; a book that any family would do well to keep continually at hand.

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